



Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> • Cut and manipulate images to create a collage • Had the opportunity to use a range of media to create images, including pencil, paint, chalk and pastels. • Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> • Use a range of tools including scissors, paintbrushes, pencils and pens • Draw or paint basic image lined to nature and the world around them. • Understand how colours can be layered or mixed. • Understand that objects or images can be layered to create a whole image 	<p>Children will make observations about how artists use colour to express emotion.</p> <p>Children will be taught that the colour wheel extends beyond primary and secondary colours.</p> <p>Children will be provided opportunities to record their observations and to create and practise their own designs in their sketch book.</p> <p>Children will learn photography basics such as composition, foreground and background</p> <p>Children will be provided opportunities to express themselves creatively through collage and digital montage work.</p>	<p>Children will use their understanding the colour wheel to further develop their colour mixing skills and their use of tint and shade in the portrait unit in Year 5.</p> <p>Children will be able to reuse their knowledge photography, filtering and layering in the Year 5 nature and sculpture unit.</p> <p>Children will be given the opportunity to develop their use of ICT in art in the Year 6 Pop Art unit.</p>	<p>Primary Colours: used to create all other colours.</p> <p>Secondary Colours: made by mixing two primary colours.</p> <p>Tertiary Colours: made by mixing a primary and a secondary colour.</p> <p>Warm Colours: perceived as energetic or exciting.</p> <p>Cool Colours: perceived as soothing and calm.</p> <p>Composition: the arrangement or layout of objects or artwork.</p> <p>Texture: the feel, appearance or tactile quality.</p> <p>Collage: rearranging and layering a variety of materials to create an artwork</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

HWJS skills development

- Plan, design and sketch from observation or imagination
- Identify line, colour, shape and space in artists work.
- Investigate the work of a famous artist.
- Discuss opinions about artists work using the language of art.
- Make drawings that include detail and context, using pencil for preparatory sketches
- Understanding perspective with foreground and background.


Knowledge organisers


Year 4 Art - Spring 2: Colour, Collage and ICT

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> Primary colours are Red, Blue and Yellow. They can't be made but are used to make all other colours. Different materials can be cut, shaped, arranged and glued to a base image to make a collage. Photos can be digitally adjusted. Pictures and paintings are made up of a foreground, midground and background. 	<ul style="list-style-type: none"> Plan, design and make models from observation. Primary colours can be mixed into secondary and tertiary colours. Using a wide range of materials in a composition, including digital images, to create a mixed media final piece. Manipulation of images and composition to express their own creativity. 	<p>Primary Colours: used to create all other colours</p> <p>Secondary Colours: made by mixing two primary colours.</p> <p>Tertiary Colours: made by mixing a primary and a secondary colour.</p> <p>Warm Colours: perceived as energetic or exciting.</p> <p>Cool Colours: perceived as soothing and calm.</p> <p>Composition: the arrangement or layout of objects in artwork.</p> <p>Texture: the feel, appearance or tactile quality.</p> <p>Collage: rearranging and layering a variety of materials to create an artwork.</p> <p>Montage: assembling images that are related in some way to create a work of art.</p>

ARTIST INFORMATION - BEN GILES


- > Born in UK in 1992
- > Freelance artist with work appearing in a wide range of magazine editorials and advertising campaigns
- > Creates handmade collages often combining photography with vintage materials
- > His work is often surreal and very detailed





GOOD TO KNOW...

- Colour is often used by artists to create emotion or symbolise a feeling.
- Artists use colours to represent the seasons.



Additional resources that could be used to support teaching of colour

<https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/1>

https://www.artfactory.com/color_theory/color_theory_2.htm

<https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/10>

Additional resources that could be used to support teaching of collage

<https://www.accessart.org.uk/?s=collage>

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm>

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks1-ks2-making-a-paper-collage/z7n9bdm>

<https://www.tate.org.uk/art/art-terms/c/collage>

Additional resources that could be used to support teaching of digital art

<https://teemeducation.org.uk/teem-evaluations/primary-reviews-and-evaluations/dazzle-03-evaluations>

<https://www.befunky.com>
<https://www.everyschool.co.uk/art-and-design-key-stage-2-digital-art.html>

Additional resources that could be used to support teaching of Ben Giles:
<https://www.directoryofillustration.com/artist.aspx?AID=13788>
<https://benlewisgiles.format.com/collagegg>
<https://www.valleyroadschool.co.uk/year-groups/year-2/summer-2019-gallery-and-work-4>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
Geography – Topic on weather Science – links to nature and habitats ICT – use of Ipads and design apps Wellbeing – focus on trying out, creativity and resilience	UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities	By the end of the unit the children will be able to ... Understand how an artist can use colour to evoke emotion Use the primary colours to mix secondary and tertiary colours Use mixed media in a composition Understand that an image has a background and a foreground	
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<u>Key Skills</u> Use a variety of media to create a collage style composition	Children can: Take a photograph that can be printed and used in their composition. Use paint and at least one other type of medium to complete their final image	Children can: Take a photograph in a planned pose that can be printed and used in their composition. Use paint and at least one other type of medium to complete their final image in a planned and imaginative style.	Children can: Take a clear photograph in a planned pose that can be printed and used in their composition. Use paint and at least one other type of medium to complete their final image in a planned and imaginative style. The final piece is recognisable as being influenced by the artist being studied.
<u>Key Knowledge</u> Understand a composed piece needs a background and a foreground and additional collage media can be layered in between	Children understand: Attempted the use of a different background to showcase their photo image. The photo and other additions are placed in the foreground of the picture to draw the audience’s eye	Children understand: The need for a different background to showcase their photo image. The photo and other additions are placed in the foreground of the picture to draw the audience’s eye. The contrast between the background and foreground is clear	Children understand: The importance of contrasting the background to the foreground to showcase their photo image. The photo and other additions are placed in the foreground of the picture to draw the audience’s eye. The contrast between the background and foreground is clear and consideration has

			been taken with the placement of the photo image
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NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports